DOCUMENT RESUME

ED 299 288 TM 012 053

AUTHOR Cox, Billie
TITLE Mesa Public Schools: As Seen through the Eyes of 1984 Graduates.
INSTITUTION Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE Sep 87
NOTE 69p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Counseling; College Preparation; Course Selection (Students); *Educational Assessment; Educational Attitudes; Educational Planning; Educational Policy; *Followup Studies; *High School Graduates; High Schools; School Districts; Student Educational Objectives; Student Needs
IDENTIFIERS Mail Surveys; *Mesa Public Schools AZ

ABSTRACT

Questionnaires were administered to the 2,404 members of the 1984 graduating class of the Mesa Public Schools (Arizona) to aid in planning and implementation of programs and policies suited to the variety of student needs in the school system. Subjects were selected from five high schools. The questionnaire survey, which is part of an ongoing assessment program begun with the 1971 graduates and continued with 1976 and 1980 graduates, was administered via the mail. The total number of respondents was 340. The questionnaire included general and tracking questions, attitudinal items, needs items, and open-questions to allow for student comments. Data from the survey and comparisons with previous surveys provide insights in the areas of financial guidance, instructional techniques, student course selection, required courses, career decision making, preparation for postsecondary education, and student participation in policy development. Ten figures and seven data tables are provided, and the High School Graduate Follow-Up Questionnaire is appended. (TJH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED299288

MESA PUBLIC SCHOOLS: As Seen Through the Eyes of 1984 Graduates

Dr. Billie Cox

DEPARTMENT OF RESEARCH & EVALUATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Billie L. Cox

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 012 053

MESA PUBLIC SCHOOLS

BEST COPY AVAILABLE

MESA PUBLIC SCHOOLS:
As Seen Through the Eyes
of 1984 Graduates

Dr. Billie Cox

Dr. James K. Zaharis
SUPERINTENDENT

Mr. David Eagleburger
ASSOCIATE SUPERINTENDENT
EDUCATIONAL SERVICES

Dr. James S. DeGracie
DIRECTOR
DEPARTMENT OF RESEARCH AND EVALUATION

September 1987
MESA PUBLIC SCHOOLS

FORWARD

The major function of the Mesa Public Schools Department of Research and Evaluation is to provide information to decision makers. This data should be of sufficient depth, yet concise enough to speak squarely to the issue at hand.

The purpose of this report by the Department of Research and Evaluation was to collect data from the 1984 graduating class of the Mesa Public Schools. It is hoped that with this collection of information, planning and implementation of programs and policies will be even more directed and suited to the variety of needs of the students.

The major effort in the development of this report was the responsibility of Research and Evaluation, under the direction of Dr. James DeGracie. Members of the Department of Research and Evaluation, Dr. Steve Schrankel, Ms. Dorothy Levy, Ms. Nancy Thornton, and COE student Wayne Walls, all contributed significant effort in preparing and mailing the surveys. Ms. Candy Soto accomplished the extensive typing and editing of this report. Finally, major contributions in time and effort were made by the high school graduates who took time out to complete the questionnaire.

Research and Evaluation is a department answering to Deputy Superintendent, David Eagleburger.

Mesa Graduate Follow-up Study

Executive Summary

Introduction

Assessment allows a school district to evaluate its strengths and weaknesses. The public school system has a unique advantage since its product, the high school graduate, has the ability to evaluate the process. In addition to providing information about individual post-graduation progress, former students can supply critical comments about the school curriculum, programs and activities as these school functions have applied to their personal experiences. Because of this, Mesa Public Schools has solicited information from its graduates of 1971, 1976, 1980 and 1984.

Methods and Procedures

As part of the ongoing process of self-assessment begun with the Graduate Follow-up Study of the 1971 graduates and continued with studies of the 1976 and 1980 graduates, a survey of the 1984 graduates from Mesa Vo-Tech, Mesa High, Westwood, Mountain View and Dobson was conducted in November and December 1986. The data collected and analyzed at that time are presented in this study.

Results

A. General and Tracking Questions

1. Sixty-four percent of these graduates are doing what they had planned in high school. Graduates who are full-time students are more likely to be doing what they had planned (83%) than are graduates who are not full-time students (46%).

2. Fifty-one percent of the graduates are enrolled full time in school; another 7% are part-time students. Twenty-nine percent are employed full-time; 6% are employed part-time and 6% are unemployed.
3. Respondents perceived a need for more training in communication skills, particularly in notetaking, speech and composition.
4. Of those students going to school full time, 53% are attending a college or university in Arizona; 32% are at a local community college; 13% are enrolled in a college or university outside of Arizona; and 2% are attending an area trade school.
5. Seventy-five percent of the full-time students attend either Arizona State University or Mesa Community College.
6. Business (32%) is the most common program of study. Education (14%) and engineering (11%) are second and third. The preferred program of study differs, however, for men and women. While business remains first for both men (29%) and women (32%), men are more likely to major in engineering (24%) than are women (5%), and women are more likely to select education (18% to 6%).
7. Of those graduates who are full-time students, 59% decided on their program of study after high school; 13% decided before high school. The remaining 28% decided during high school.

8. Of the 160 who are not full-time students, 43 (27%) dropped out of post-secondary programs. The most frequently reported reasons were financial problems (26%), a job opportunity (19%) and the absence of a definite goal (14%).

9. For those graduates who did not continue their education, the primary reasons were insufficient funds (26%) and a lack of interest (25%).

10. Of the graduates who are not full-time students, 79% have had additional education or training; 42% report they are currently continuing their education.

11. Forty-three percent of the graduates who are not full-time students said that high school had prepared them well or very well for their present jobs; another 36% rate their preparation as adequate.

B. Attitudinal Questions

1. Eighty-five percent of these graduates rate their high school experience as good or excellent.

2. Sixty-seven percent say that more math classes should be required. Sixty-three percent would increase requirements in science, and 62% would require more courses in computer science.

3. Seventy-nine percent of the respondents agree that the schools should offer more subjects that can be used directly in jobs.

4. The number of graduates who report having sought assistance from the guidance department varied among the services offered. The largest group, 79%, say they sought help in planning for post-secondary education and for careers. Just over half, 55%, sought assistance in obtaining financial aid.

5. Ninety-six percent of the graduates report that they sought help from teachers before or after school. These graduates agree (2.12) that teachers were available for assistance.

6. Of those graduates who took a subject, 80% or more report good, very good, or excellent preparation in ten of the eighteen subjects: physical education (92%), reading (91%), music (90%), traffic safety (90%), English (89%), social studies (88%), home economics (85%), art (81%), health (81%), and science (80%).

C. Need Questions

1. Of those graduates who took a subject, 25% or more report poor preparation in eight areas: computer science (44%), foreign language (32%), math (29%), vocational education (27%), cooperative education (26%), business education (25%), agriculture (25%), and trade and industrial education (25%).

2. Responses indicate that a lack of interest was the primary reason for poor preparation. It was a significant factor for science, physical education, art, vocational education, cooperative education, home economics, agriculture, trade and industrial education and health.

D. Student Comments

1. Of the 340 questionnaires received, 180 (53%) include written comments.
2. The largest number of comments fall into 3 categories: positive general comments (22%), recommendations for curriculum change (13%), and information about the graduates (13%).

E. Comparison with 1971, 1976 and 1980 Graduates

1. The 1984 graduates are the first class surveyed to report that a majority (51%) are full-time students.
2. Substantially more of the 1984 graduates who are not full time students rate their high school preparation as good or very good (44%) than did graduates of 1971 (16%), 1976 (26%) and 1980 (23%).
3. The primary reason for dropping out of post-secondary education and training has changed with the class of 1984. For these graduates, the most frequently cited reason was financial problems. For the graduates of 1971, 1976 and 1980, the major reason was marriage.
4. The major reason given for not continuing their education after high school was a lack of interest and marriage for the 1971, 1976 and 1980 graduates. The graduates who responded to the 1984 survey, however, cited insufficient funds (26%) and a lack of interest (25%).
5. The 1984 graduates were less likely to agree to a need for more course requirements in English, math, science, business education, vocational education, cooperative education and home economics.

6. The 1984 graduates were also less likely to agree that the high school should enforce rules more strictly. They were more undecided that bright, average and slow students should be placed in separate classes than were the 1980 graduates who agreed with the concept of ability grouping.

7. Respondents to the 1984 survey were more likely to be undecided or to have no opinion about the help received in guidance services than were the class of 1980. In this area, 1984 graduates were more similar to the classes of 1971 and 1976.

8. The percentage of 1984 graduates (31%) citing poor instruction as a cause for poor preparation in math increased from 21% in 1971, 14% in 1976, and 26% in 1980.

9. The 1984 graduates were more likely to cite not enough classes as a cause for poor preparation in social studies (27%) than were earlier graduates.

F. Comparison with 1983 Seniors

1. The proportion of seniors who planned to attend school full-time after graduation (78%) was comparable to the percentage of graduates (72%) who reported having been full-time students at some time since graduation.

2. While the graduates saw a need for more training in several communication skills, the 1983 seniors agreed that more training was needed only in composition.

3. The preferred programs of study, both for the 1983 seniors and the 1984 graduates, were business, engineering and education.

4. For those who do not choose to be full-time students, both 1983 seniors and 1984 graduates report a lack of interest and insufficient funds as the primary reasons for not continuing their education.
5. Graduates and seniors agreed that they should have been required to take more math, computer science, English, science and business education.
6. Both the 1983 and 1984 graduates agreed that their schools helped them develop study skills, understand their abilities, think through problems, and prepare for work although the seniors consistently rated their schools more highly on these items than did the graduates. Both groups also concurred that the schools were less successful in helping them prepare for marriage and take part in community affairs.
7. Seniors were more likely than graduates to report seeking help from their school's guidance service and were more likely to agree that those services had been helpful.
8. The 1983 seniors were more likely than the graduates to have sought help with personal problems from school personnel, including counselors, administrators and teachers.
9. More of the graduates said their overall high school experience was good or excellent. The 1984 graduates rated the quality of preparation provided in all subjects more highly than did the seniors but this difference may

have been due to the different wording of each survey. The four subjects rated highly by both groups were English, social studies, physical education and traffic safety.

10. A significant percentage of respondents in both groups also concurred that preparation had been poor in four subjects: computer science, foreign language, agriculture, and trade and industrial education.

11. Both groups cited a lack of interest as the primary reason for poor preparation. Not enough classes was noted frequently by the graduates. For the seniors, not enough classes and a lack of study skills were both significant factors in poor preparation. Poor instruction in math was noted by both graduates and seniors.

Recommendations

Some of these recommendations were also made in the studies of 1971, 1976, and 1980 graduates. The recommendations may not have been implemented, may not have been implemented soon enough to show an effect, or the implementation may not have been successful.

1. Students should be given more guidance in securing financial assistance for post secondary education and training.
2. Continuing emphasis should be placed on teaching notetaking, speech and composition.
3. Students should be helped to make better selections of elective courses.
4. Student interest needs to be generated in many subject areas.
5. More courses should be required in computers, business education and foreign languages.
6. The method of instruction should be examined in traffic safety, math and English.
7. More courses should be offered in reading, science, social studies, business education, music, vocational education, trade and industrial education and health.
8. Students should be helped to make better decisions about their future.
9. Schools should continue to prepare students for further education.

10. Educational planning should take into account the differing needs of students.
11. Seniors should participate in making decisions about curriculum and services.
12. Future surveys of high school graduates should explore methods of securing a representative response.
13. Student comments should be read by building administrators who are familiar with local needs to find out the concerns of former students.

INTRODUCTION

Assessment of a school system is an essential part of the educational process, for it allows a district to evaluate its strengths and weaknesses and to make decisions about needed change. One advantage that the public schools have over other systems is that high school graduates have the ability to evaluate their education: the product can evaluate the process. It is the students who know first hand if the educational system has met their needs.

Former students can provide critical comments about the school curriculum and programs. A survey of the graduates also yields information about where they are and what they are doing. In the assessment process, student input is collected and analyzed, and recommendations are made. It then becomes the task of the school board, administration and teachers to incorporate the information as they plan for effective changes in policy and curriculum.

METHODS AND PROCEDURES

To satisfy North Central requirements and to gather information for educational planning, follow-up studies of graduates have been

conducted regularly since 1974. The first study surveyed 1971 graduates from Mesa High and Westwood. The second, conducted in 1978, surveyed the 1976 graduating classes from Mesa High and Westwood; 1980 graduates from Mesa High, Westwood, Mountain View and Mesa Central were surveyed in 1984. The present follow-up study surveyed the 1984 graduates from Mesa Vo Tech, Mesa High, Westwood, Mountain View and Dobson.

On October 1, 1986, the survey was sent by bulk mail to all 2,404 graduates of the class of 1984. On October 10, 1986, a postcard was sent reminding graduates to return the survey. By December 17, 1986, collection was complete and the surveys were sent to data processing for keypunching.

Table 1 presents the return rates for the five high schools. Only two graduates from Mesa Vo Tech returned surveys. For the other four schools, return rates were relatively consistent ranging from a low of 14% from Mesa to a high of 17% from Mountain View.

The overall rate of 14% is lower than the return rates for previous studies: 23% for 1980 graduates, 29% for 1976 graduates and 26% for 1971 graduates.

In order to determine whether the graduates who returned the surveys were representative of the entire population of 1984 seniors, the two were compared with regard to ethnic group and gender. Table 2 presents that comparison.

A chi square analysis of the differences between the two groups indicates that the graduates who returned the survey differed significantly ($p<.05$) in a number of ways. First, women were overrepresented; 65% of the respondents were female compared to

47% of all 1984 seniors. Secondly, a higher proportion of Caucasians (95% compared to 86%) returned the survey and all minorities were underrepresented. This was most notably true for Hispanics who comprised 9% of the entire class of 1984 seniors but only 4% of the responding graduates.

The differences between the sample and the larger population of graduates suggest cautious interpretation of responses to this survey. Throughout the discussion, conclusions are limited to opinions of the responding sample rather than generalized to the population of 1984 graduates.

Table 1

Survey Return Rates

School	Total Number of 1980 Graduates	Total Number of Responses	Return Rate
Dobson	502	73	14%
Mesa High	570	68	12%
Mesa Vo Tech	37	2	5%
Mountain View	652	113	17%
Westwood	643	84	13%
District	2,404	340	14%

Table 2

A Comparison of 1984 Seniors and Survey Respondents

	Percent of 1984 Seniors	Percent of Survey Respondents
Female	47	63
Male	53	37
Caucasian	86	95
Black	2	1
Hispanic	9	4
Native American	3	-
Pac. Island/Asian	1	.3

RESULTS

The survey data are summarized and presented in this section. The questionnaire along with the basic data are presented in Appendix I. The questionnaire data can be effectively divided into five parts in order to make the data presentation more meaningful.

I. General and Tracking Questions

The following represent general questions and those concerning the whereabouts and status of the graduates.

A. Part I, Questions 1-10, answered by all graduates.

B. Part II, Questions 94-102, answered by those graduates who are now full-time students.

C. Part III, Questions 94-108, answered by those students who are not now full-time students.

II. Attitudinal Questions

The questions concerning graduates' attitudes toward various aspects of their high school experience include questions 11-74.

III. Questions Referring to Curriculum Needs

Questions designed to elicit information concerning graduates' perceived needs in reference to high school curricula and policies include questions 75-91.

IV. Student Comments

Each survey included a space at the end of Part II and Part III for comments. These were summarized into several broad categories.

V. Comparisons Among Classes

The results from the 1971, 1976 and 1980 graduate follow-up studies are compared with the responses from these 1984 graduates. Substantial differences are discussed.

VI. Comparison with High School Seniors

The results of a survey of 1983 seniors are compared with the responses from the 1984 graduates. Substantial differences and informative similarities are discussed.

Differences among the graduates from Mesa, Westwood, Mountain View and Dobson are also discussed where these responses are substantial or informative. Since only two Mesa Vo Tech graduates responded, they were not included in the comparisons. Generally, however, responses from all schools were similar.

I. GENERAL AND TRACKING QUESTIONS

A. Part I, Questions 1-10

Seven of the first ten items in the survey were general questions about the graduates' high school experience and preparation.

1. I attended Mesa Public Schools for ...

Twenty-eight percent of the graduates responding to the questionnaire attended Mesa Public Schools for thirteen years. Forty-eight percent were enrolled in Mesa Schools for at least ten years. Thirty-five percent were students in Mesa Public Schools for six years or less. The four high schools differed on this item. Westwood and Mesa High were similar with 60% of their graduates reporting ten to thirteen years in Mesa Schools. In contrast, 17% of Dobson's graduates had attended Mesa schools for ten or more years and 54% had been enrolled for six or fewer years. Mountain View graduates were similar to the graduates' overall.

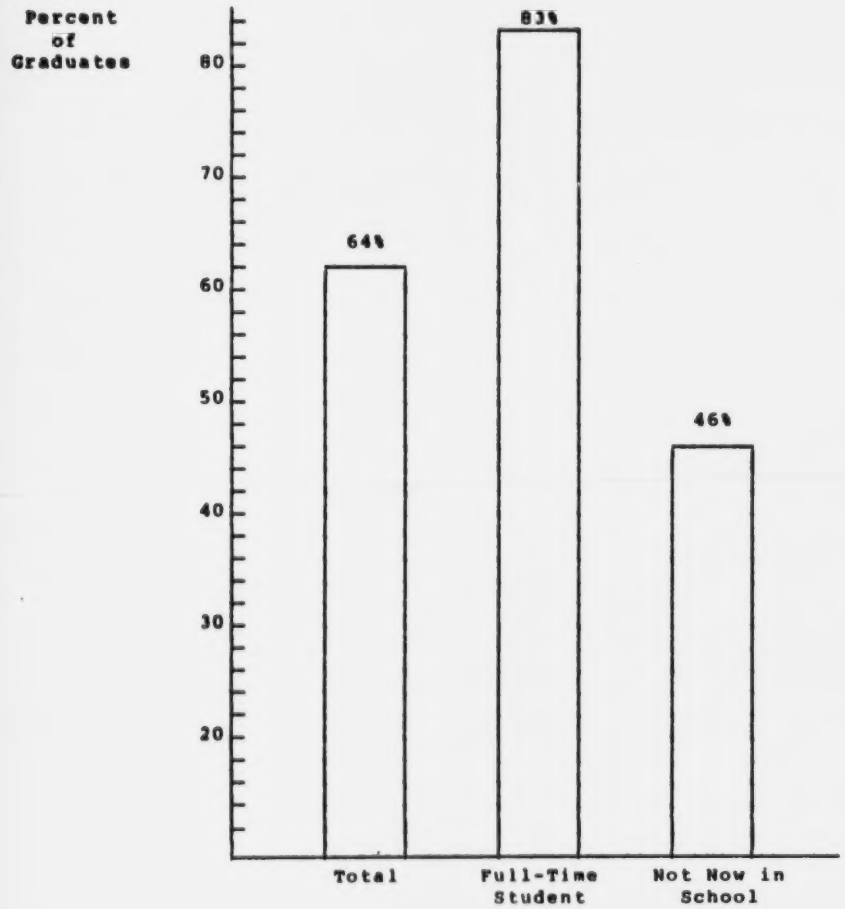
4. I (am/am not) doing now what I had planned while in high school.

Of these respondents, 64% indicate that they are now doing what they had planned in high school (Figure 1). This was true for men (62%) as well as for women (66%) graduates. The response to this question did differ, however, between those who were full-time students and those who were not. The graduates who are full-time students are more likely to be doing what they had planned (83%) than are the graduates who are not full-time students (46%).

5. The one school activity that helped me the most in what I am doing...

For this item, 27% of the respondents did not reply. The most frequently chosen category was clubs (23%), followed by athletics and cheer (19%), and music (16%).

FIGURE 1
NOW DOING AS PLANNED IN HIGH SCHOOL

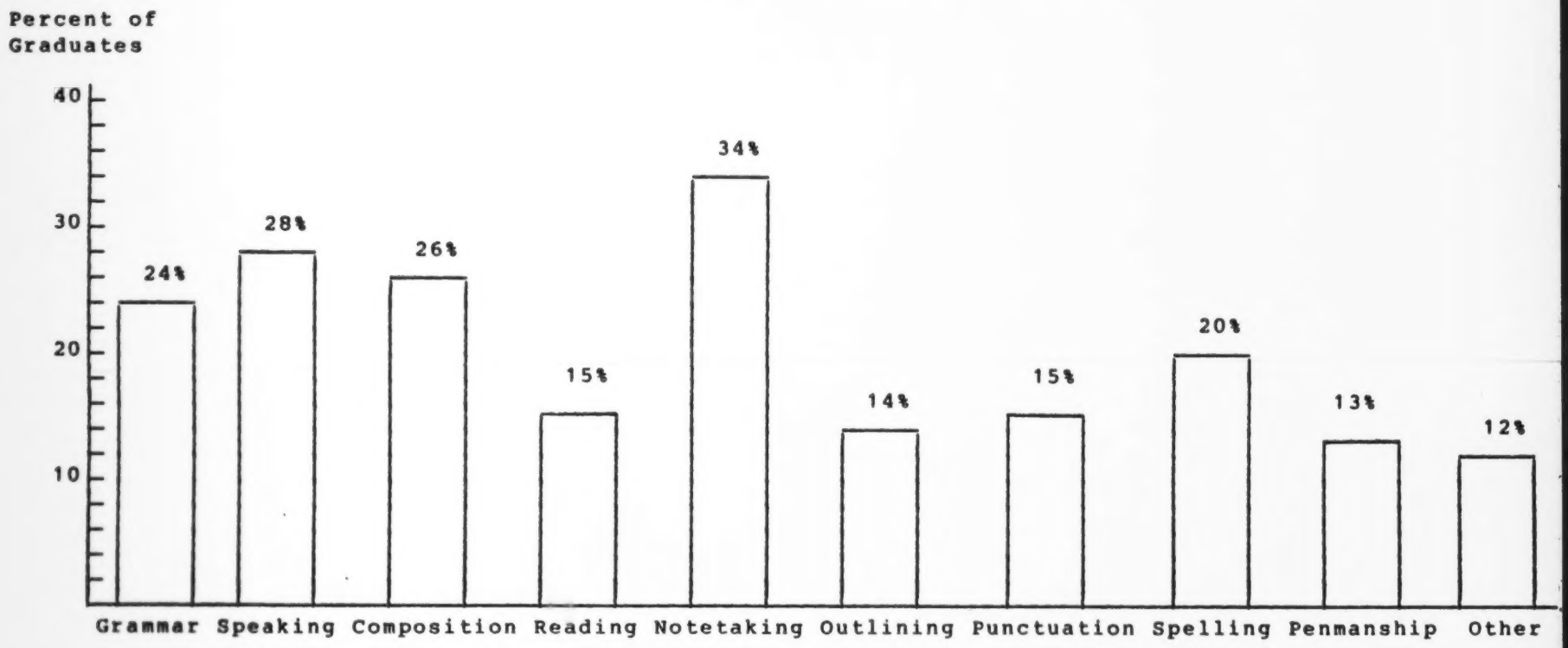


These choices differed somewhat among the four schools. Westwood graduates, for example, were more likely to choose athletics and cheer (24%), followed by clubs (20%) and speech and publications (14%). More Dobson graduates selected clubs (27%) as most helpful with athletics and cheer (15%) and music (14%) as second and third choices. Graduates from Mesa High chose clubs (24%), music (22%), and athletics and cheer (20%) while Mountain View graduates selected clubs (20%) first with music (18%) and athletics and cheer (18%) tied for second choice. Women and men also differed on this item. For women, clubs (36%) were most helpful followed by music (23%) and athletics and cheer (19%). Men graduates said that athletics and cheer (39%) were most helpful. Clubs (22%) and music (21%) were virtually tied as their second choice.

6. My involvement in school activities was ...

Forty percent of these respondents said they were actively or very actively involved in school activities. Another 39% reported average involvement while 21% indicated indifferent or minimal involvement. The percentage reporting active or very active involvement varied from school to school: Mesa High (49%), Westwood (43%), Mountain View (36%) and Dobson (33%). Male and female respondents were very similar (37% to 41%) in rating themselves as having been actively or very actively involved in their former schools.

FIGURE 2
NEED FOR MORE TRAINING IN COMMUNICATION SKILLS



7. I Needed more high school training in these communication skills ...

Responses to this item indicated a need for more training in notetaking (34%), speaking (28%), composition (26%) and grammar (24%) (Figure 2).

9. I took classes full-time at Mesa Vo-Tech. 10. I took classes part-time at Mesa Vo Tech.

Of those graduates who responded to the survey, five (2%) took classes at Mesa Vo-Tech full time and 16 (5%) took classes there part-time.

B. Part II - Full-time Students

The questionnaire consisted of three parts. Part I was to be answered by all graduates, Part II by full-time students, and Part III by those who were not full-time students. This section presents results from Part II, or those respondents who are full-time students. Figure 3 shows that 51% of the respondents are full-time students, 29% are employed full-time, 7% are employed while attending school part-time, and 6% are unemployed.

A total of 169 former students, 51% of the total respondents, are enrolled in school full time. The percentage of full-time students varied among the four high schools: Mesa High, 33%; Westwood, 40%; Dobson, 62%; Mountain View, 64% (see Table 4). This percentage also differed by sex with 56% of the women graduates reporting that they were full-time students compared to 44% of the men.

Of the 169 respondents who are full-time students, 53% attend an in-state college or university, 32% an in-state community college, and 2% an in-state technical or business school. Thirteen percent are enrolled in a college or university outside of Arizona (Figure 4). Forty-three percent of the full-time students attend Arizona State University and 32% are at Mesa Community College. Other colleges and universities are less frequently attended: Brigham Young University, 7%; University of Arizona, 6%; Northern Arizona University, 3%. Seventeen percent attend schools not specifically included in the survey.

When asked who most influenced their choice of school, 65% of these respondents marked "me." For 18%, parents were the most influential. A friend influenced 5%, and 8% were influenced by

TABLE 4: POST-SECONDARY EDUCATION

	District	Dobson	Mesa High	Mountain View	Westwood
Full Time Student Sometime Since Graduation	67%	73%	54%	69%	69%
Currently Full Time Student	51%	62%	33%	64%	40%
Currently Part Time Student	7%	8%	3%	6%	10%

FIGURE 3
1984 GRADUATES TODAY

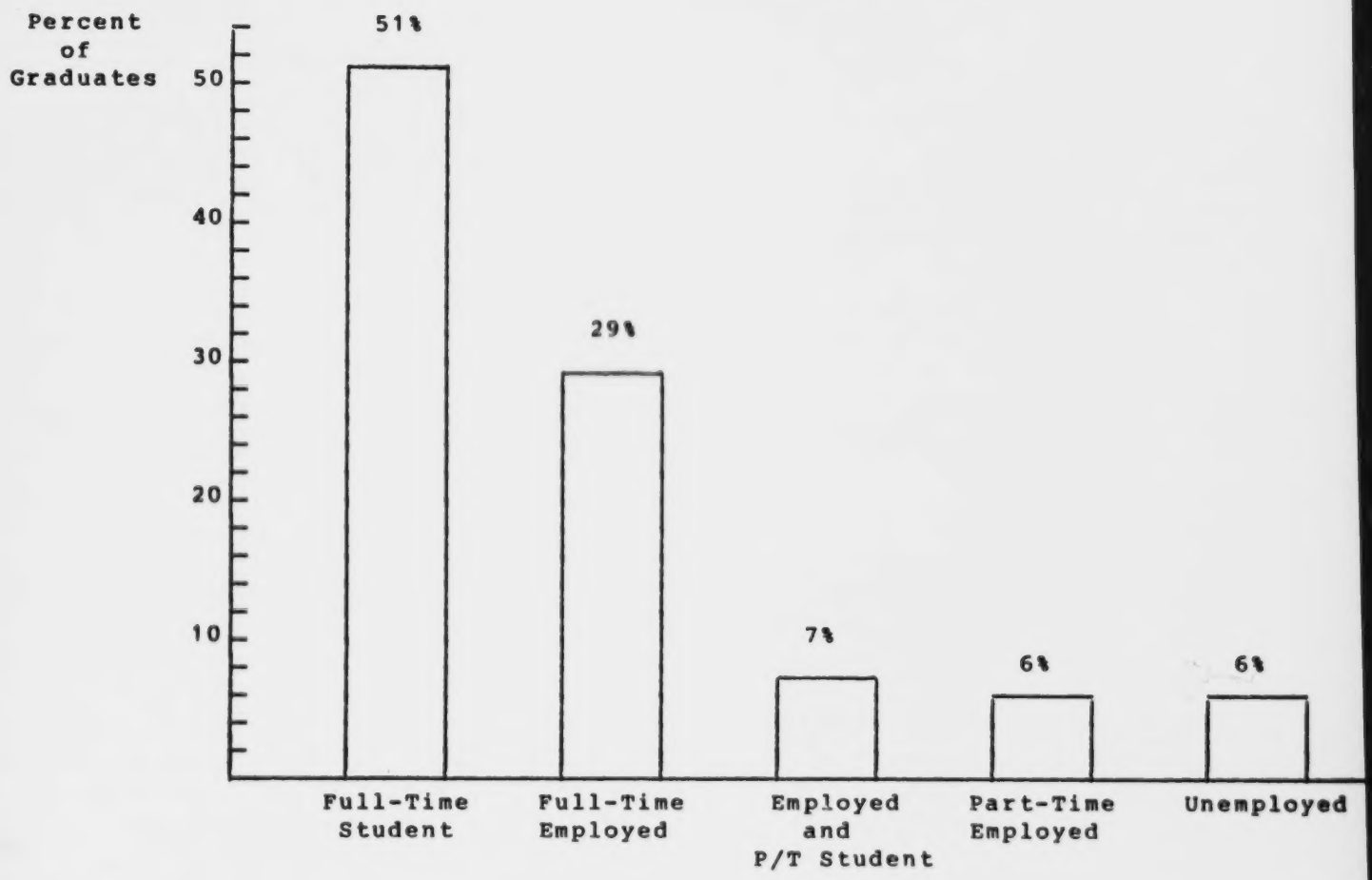
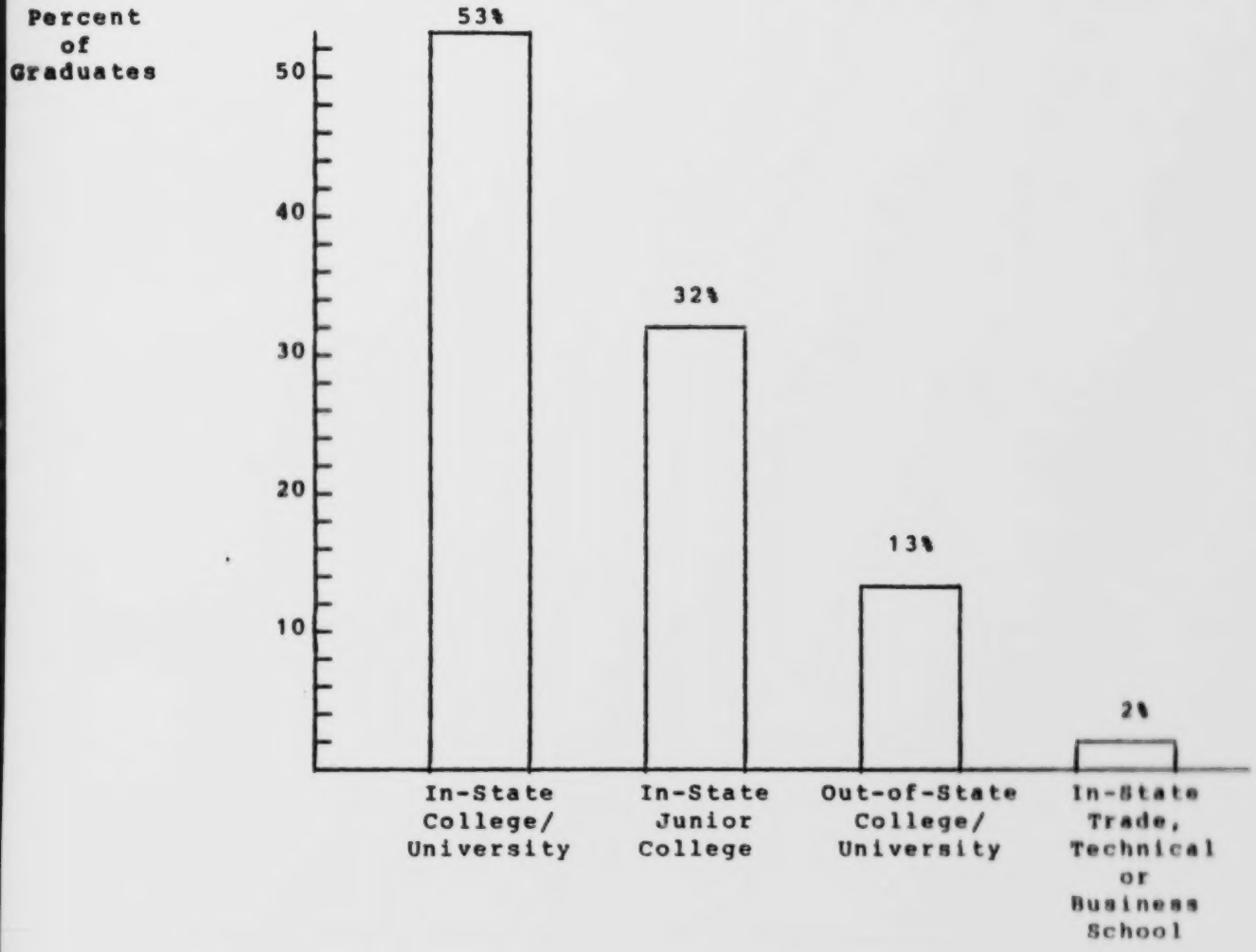


FIGURE 4
GRADUATES ATTENDING SCHOOL FULL-TIME



someone not specifically listed on the survey. All other persons, including teachers, counselors and college representatives, had neglible influence.

For 79% of these graduates, attending college after high school was very important. Once there, the majority find their grades are the same (45%) or better (24%) than they were in high school. For 31%, college grades are lower.

The four most frequently selected programs of study are business (31%), education (14%), engineering (11%) and psychology and social sciences (9%). Eighty-two percent of the graduates report that their programs will take four or five years to complete.

Preferred programs of study differed for men and women. While both selected business over others, women were more likely to major in education (18%) than were men (6%) and less likely to be in engineering programs (5%) than were men (24%). The following chart illustrates these choices:

Women		Men	
Business	32%	Business	29%
Education	18%	Engineering	24%
Psychology	8%	Psychology	10%
Fine Arts	8%	Education	6%
Health	7%	Preprofessional	6%
Liberal Arts	7%	Technical	6%
Engineering	5%		
Preprofessional	5%		

Most of these full-time students (67%) also work more than ten hours per week: 16% work more than thirty hours; 24% work between twenty-one and thirty hours; 28% work eleven to twenty hours.

FIGURE 5
WHAT NON FULL-TIME STUDENTS ARE DOING

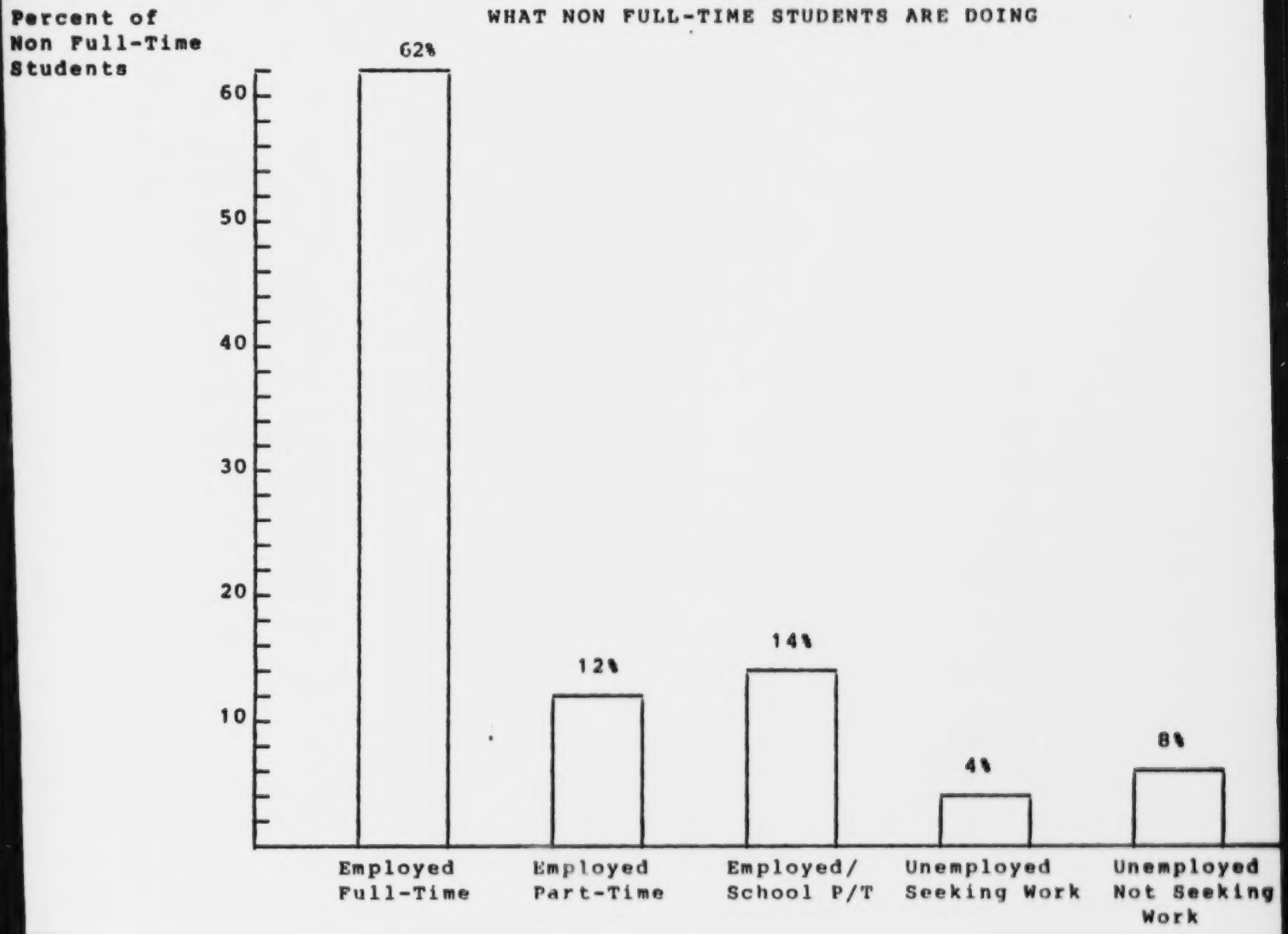
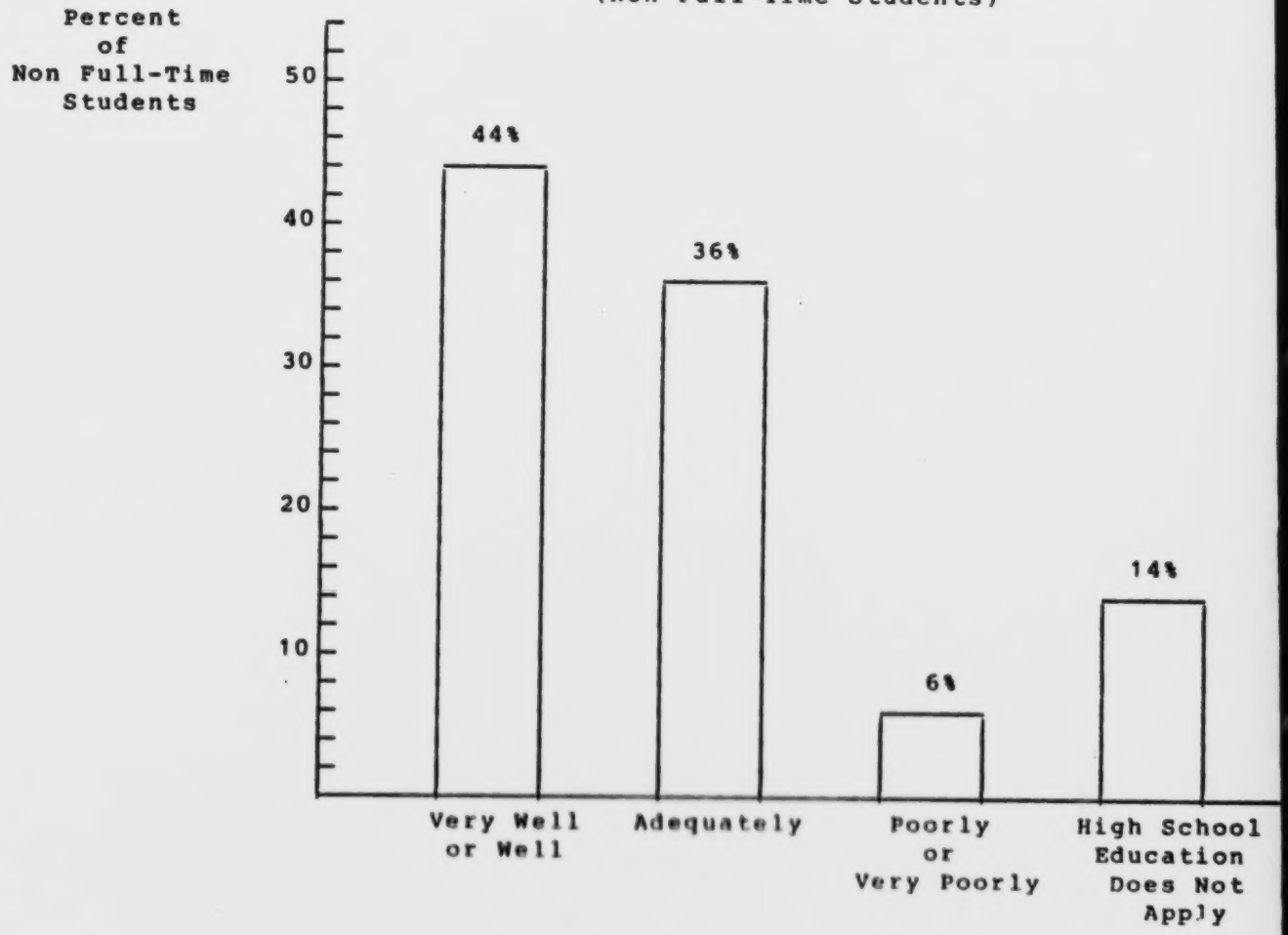


FIGURE 6
HIGH SCHOOL PREPARATION FOR PRESENT JOB
(Non Full-Time Students)



Many of these graduates (42%) are currently continuing their education or participating in formal training programs. Even more, a total of 92%, said they will need additional training in order to reach their occupational goal. College or evening school will be needed by 51%, on-the-job training by 15% and business or technical school for 8%. A small group, 12%, said that additional training will not be necessary (Figure 7).

The high school graduates who are not full-time students have held an average of 2.04 jobs. Furthermore, five years from now, 46% of these respondents expect to be working in a different position with the same or another employer. Only 11% anticipate having the same position in the future.

Although they are not now full-time students, a large number of these respondents have had some post-secondary education. Forty-four percent have attended college, university or community college; 10% have been in apprentice programs or had technical training, 6% have had military training and another 6% have attended beauty school. Fewer than 21% of the graduates who are not full-time students report having no post-secondary training (Figure 8).

Insufficient funds (26%) and a lack of interest (25%) were the primary reasons for not continuing their education (Figure 9). For those who dropped out of post-secondary education programs, the major reasons cited were financial problems (26%), job opportunities (19%), and a lack of definite goals (14%) (Figure 10).

FIGURE 7
FURTHER SCHOOLING NEEDED BY THOSE NOT PRESENTLY FULL-TIME STUDENTS

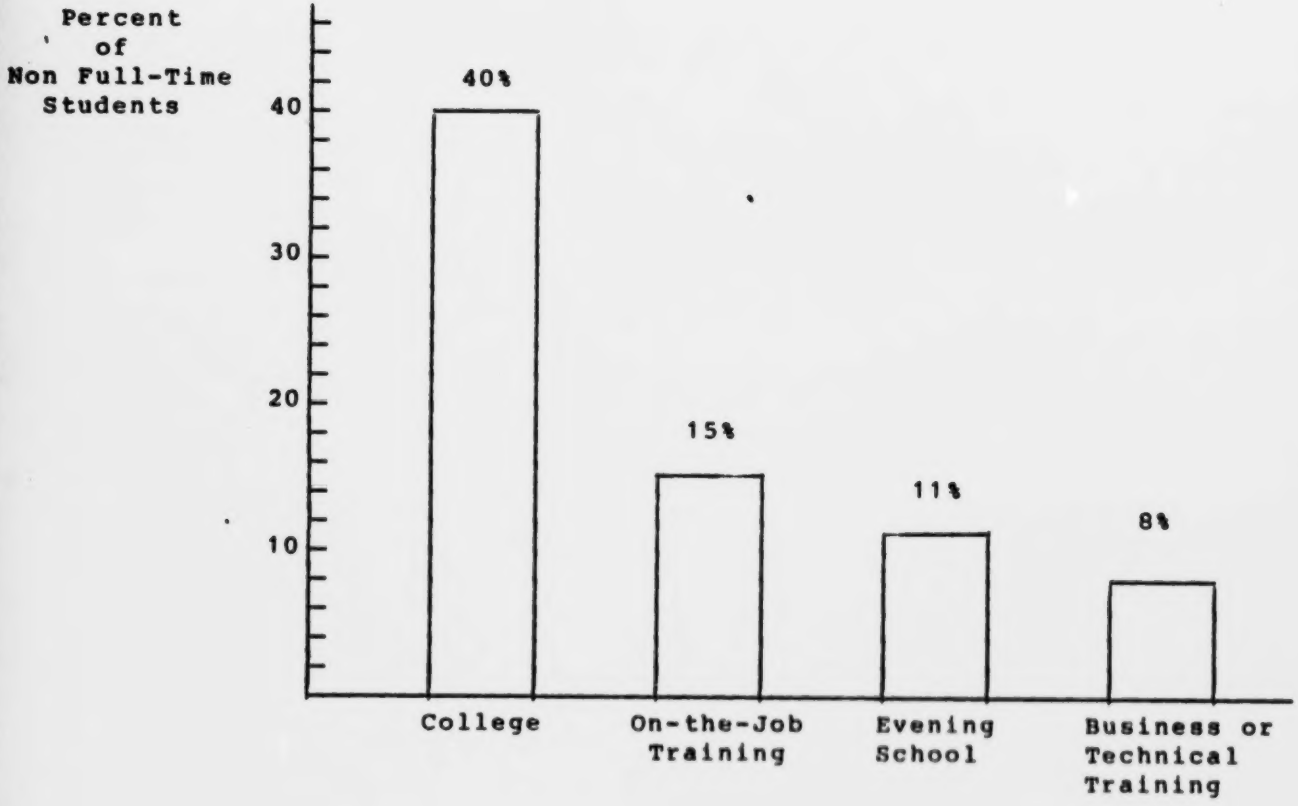


FIGURE 8
POST HIGH SCHOOL EDUCATION
(Those Working Full-Time)

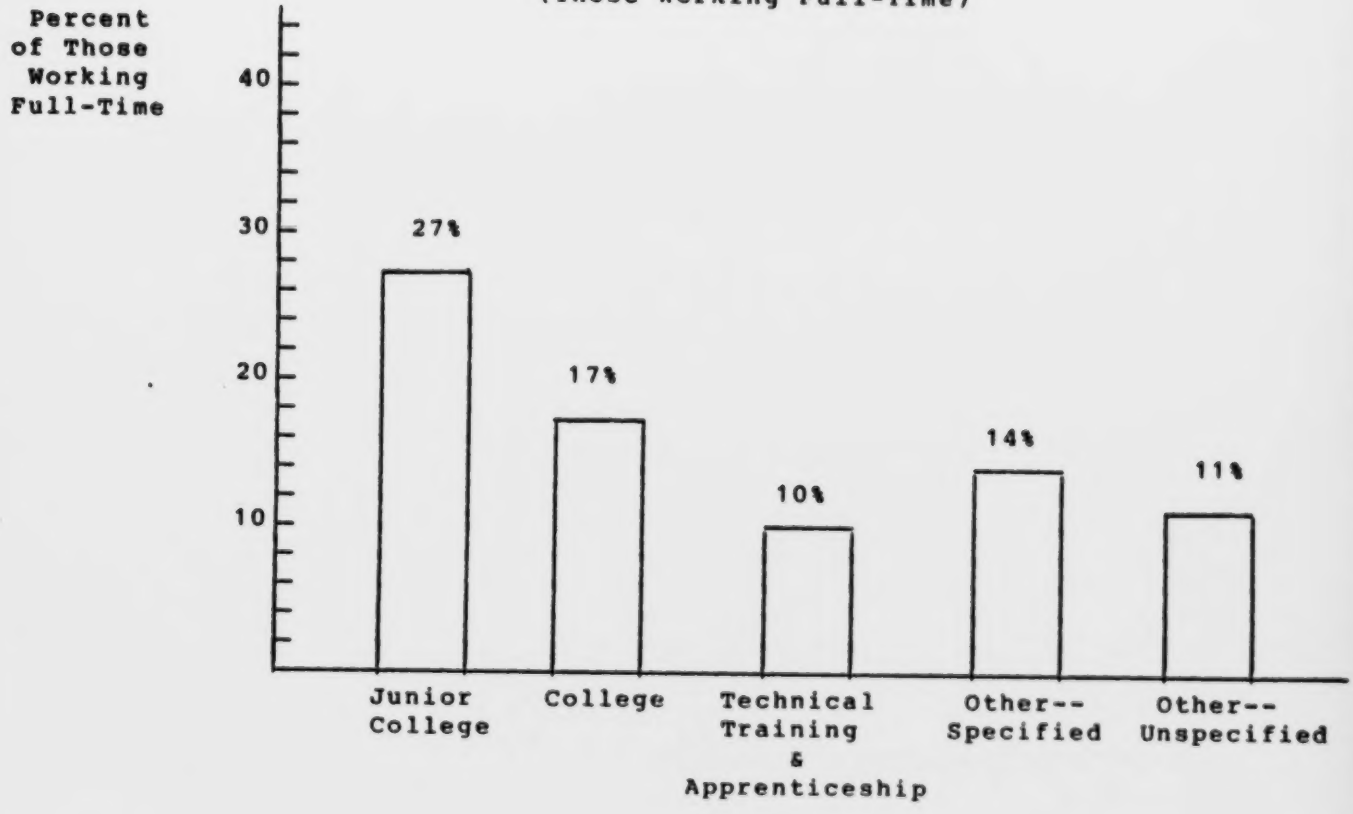


FIGURE 9
REASONS FOR NOT CONTINUING ON TO HIGHER EDUCATION

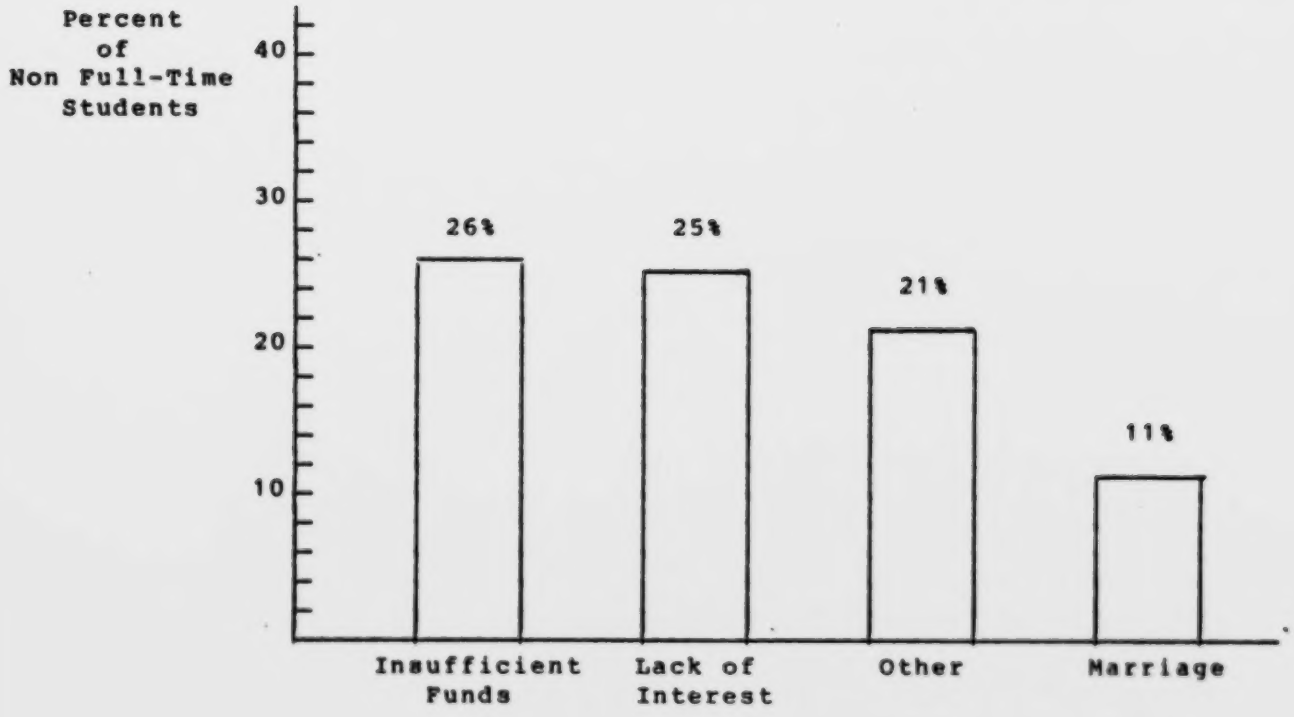
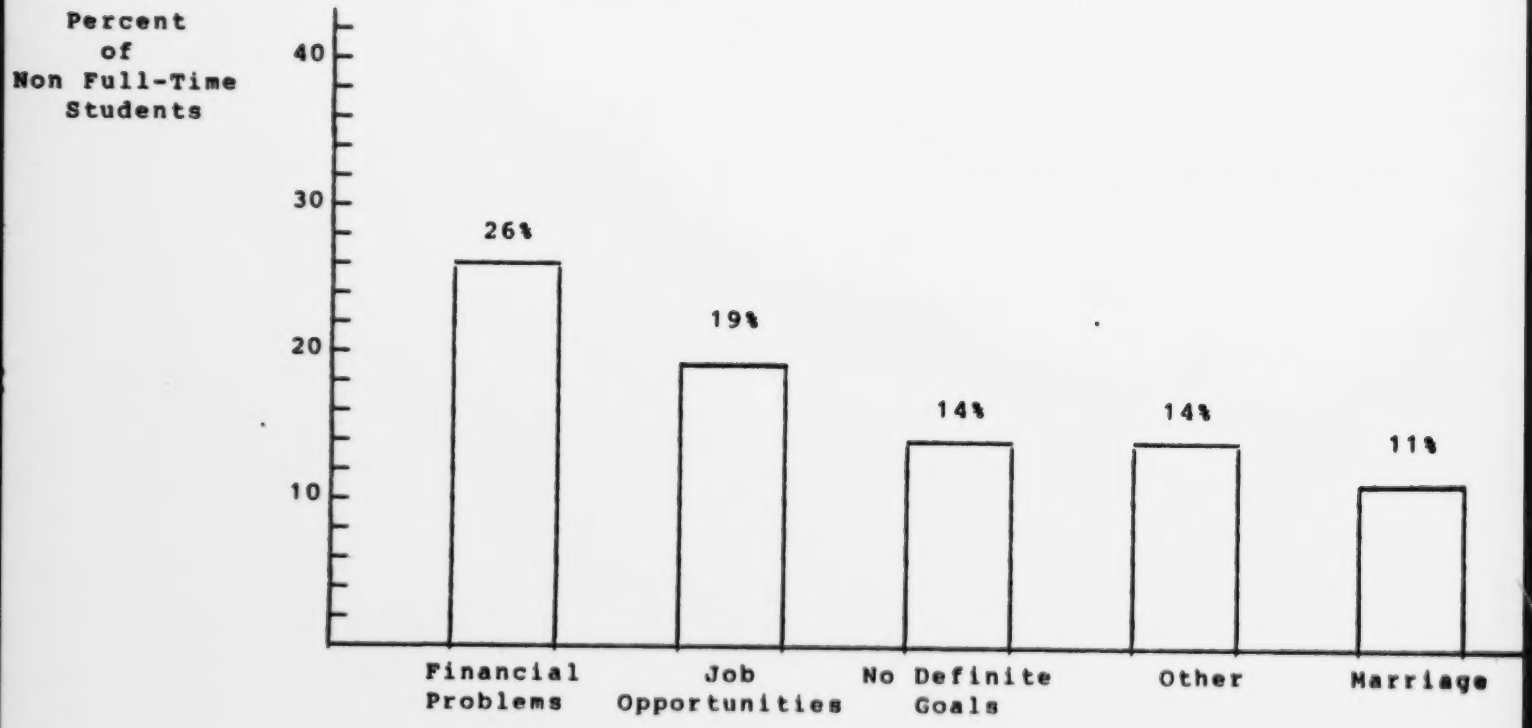


FIGURE 10
REASONS FOR DROPPING OUT OF HIGHER EDUCATION



II. ATTITUDINAL QUESTIONS

Questions #11-74 surveyed graduates' attitudes about various aspects of the high school:

Curricular needs in eighteen subject areas (#11-28)

General policies and practices (#29-35)

General high school preparation (#36-41)

Counseling services (#42-50)

Availability of assistance (#51-52)

Preparation in specific subject areas (#57-74)

Overall high school experience (#92)

For questions #11-56, graduates were asked to respond on a five-point rating scale where 1 is strongly agree, 3 is no opinion, and 5 is strongly disagree. On questions #42-74, graduates could also select "did not seek help" or "did not take" so that only those who had used the services or had taken courses in that subject were asked their opinion.

For all of these questions (#11-74), a composite agree response is defined as any below 2.5, and a disagree response is one between 3.5 and 5.0. A response of 2.5 to 3.5 will be considered an undecided or no opinion response.

11-28. In high school I should have been required to take more ...

Respondents expressed a need for more instruction in math (2.25), computer science (2.28), science (2.33) and business education (2.41). For all other subjects, composite responses were undecided or no opinion.

23-35. The high school should ...

These graduates agreed that the high school should offer more subjects which students could use directly in jobs (2.0). They disagreed that schools should require fewer courses and offer more electives (3.6) and that the school day should be lengthened (3.6).

36-41. High school <u>helped</u> me ...

None of the composite responses in this section were distinctly agree or disagree.

Adequacy of Counseling Availability of Assistance

Respondents were also neutral regarding guidance services. The number who reported using these services varied from a high of 79% who had sought help in planning for education and careers after graduation to a low of 55% who sought guidance in securing financial aid.

Ninety-six percent had sought help from teachers either before or after school. These students agreed (2.11) that teachers had been available for assistance.

When it came to personal problems, these former students received help from friends (1.70) and family (1.83). They were also more likely to seek personal help from friends (81%) and family (73%) than from teachers (37%), counselors (15%) or administrators (7%).

Subjects for Which Students Were Successfully Prepared

Overall, these graduates said their high school preparation was good. Two subjects received positive responses: music (2.2) and physical education (2.3). The percentage of students rating each subject good, very good, or excellent ranged from a high of 92% for physical education to a low of 57% for computer science.

Table 5 summarizes the graduates' assessment of their preparation. The Table shows the number and percentage of those who, having taken the subject, rated their preparation as good to excellent and those who rated their preparation as poor to very poor.

Rating of High School Experience

When asked to rate their high school experiences as a whole, these graduates responded that it had been good (49%) or excellent (36%). Fewer than 3% felt their experience had been poor or bad. This assessment varied among the schools. Mesa High graduates appeared to be the most positive with 95% saying their experience in high school was good or excellent. A high percentage of Mountain View (86%), Dobson (80%) and Westwood (78%) graduates also reported that their experience was good or excellent.

TABLE 5

GRADUATES' RATING OF PREPARATION				
Subject	Rating			
	Good-Excellent		Poor-Very Poor	
	Number	Percent	Number	Percent
Reading	248	91	25	9
English	298	89	37	11
Math	233	71	96	29
Science	257	80	66	20
Social Studies	284	88	40	12
Computer Science	108	56	83	44
Foreign Language	127	68	61	32
Business Ed	154	75	51	25
Physical Ed	269	92	22	8
Music	146	90	17	10
Art	113	81	27	19
Vocational Ed	67	73	25	27
Cooperative Ed	61	73	22	26
Home Economics	132	85	24	15
Agriculture	37	75	15	25
Trade/Indust. Ed	71	75	24	25
Health	88	81	21	19
Traffic Safety	265	90	29	10

III. QUESTIONS REFERRING TO CURRICULAR NEEDS

For questions 75-91, those graduates who reported poor or very poor preparations in a subject area were asked to check a reason or reasons. The options included the following:

1. Poor instruction
2. No practical application
3. Not enough courses
4. My lack of study
5. Lack of interest in subject
6. Other

Table 6 presents the reasons for which preparation was considered poor. Whenever an option received more than 25% of the responses for a subject area, it is considered a significant factor in the poor preparation of a student and those options are highlighted.

It should be noted, however, that fewer than 25% of the respondents reported poor preparation in ten of the eighteeen subject areas. Those eight subjects for which 25% or more graduates noted poor preparation are starred in Table 6. One of these subjects, computer science, was inadvertently omitted from this section of the survey. Consequently, no information is available to explain why 43% of the respondents felt their preparation in computer science was poor.

TABLE 6

	Number of Responses	Poor-Very Poor Preparation	Reasons Cited for Poor Preparation					
			Poor Instruction	No Practical Application	Not Enough Courses	Lack of Study	Lack of Interest	Other
Reading	33	9%	21%	9%	48%	15%	6%	--
English	26	11%	27%	16%	24%	19%	5%	8%
*Math	75	29%	31%	11%	12%	21%	19%	7%
Science	68	29%	21%	9%	25%	16%	25%	4%
Social Studies	41	12%	12%	15%	27%	20%	24%	2%
*Computer Science	--	43%	--	--	--	--	--	--
*Foreign Language	54	32%	20%	13%	11%	24%	22%	9%
*Business Education	41	25%	15%	10%	32%	17%	20%	7%
Physical Education	23	8%	22%	13%	17%	9%	35%	4%
Music	18	10%	6%	22%	28%	22%	22%	--
Art	20	19%	--	20%	20%	20%	35%	5%
*Vocational Educ.	29	27%	7%	7%	28%	7%	38%	14%
*Coop Education	22	27%	9%	18%	14%	14%	32%	14%
Home Economics	25	15%	8%	12%	12%	12%	44%	12%
*Agriculture	22	25%	4%	9%	9%	9%	59%	9%
*Trade & Industrial	29	25%	3%	7%	28%	10%	41%	10%
Health	22	19%	4%	18%	32%	14%	32%	--
Traffic Safety	26	10%	50%	8%	19%	8%	12%	4%

For the remaining seven subjects rated poor or very poor by 25% or more of the respondents, the primary reason given was a lack of interest. This was true for vocational education (38%), cooperative education (32%), agriculture (59%), and trade and industrial education (41%). Not enough courses was a significant factor in business education (32%) and vocational education (28%). Those respondents who rated their math preparation as poor or very poor cited poor instruction (31%) as the primary cause. Although no significant factor emerged for foreign language, 24%, noted a lack of study as the reason for their poor preparation.

For the other ten subjects, a lack of interest was a significant factor of poor preparation in home economics (44%), art (35%), physical education (35%), health (32%), and science (25%). Not enough courses was cited as a cause in five subjects: reading (48%), health (32%), music (28%), social studies (27%), and science (25%). Respondents whose preparation was poor in English and traffic safety noted poor instruction (27% and 50% respectively) as the primary reason.

IV. STUDENT COMMENTS

Of the 340 questionnaires returned, 180 (53%) included written comments. When analyzed by category, more than 260 remarks were noted since many graduates commented on more than one area.

The categories and percentage of comments in each one are presented in Table 7. The largest categories were positive general comments (22%), recommendations for curricular revision (13%), and information about the respondents' experience since graduation (13%). Under the broad category of recommendations, these graduates suggested more course requirements, more instruction in study skills, higher academic standards and more assistance in setting post-secondary goals. Graduates who were full-time students made twice as many recommendations as graduates who were not full-time students. Their comments stated or implied that they felt a need for more math, science, English, reading, study skills and time management.

Complaints from those who were not full-time students implied a desire for more individual attention and for teaching methods designed to motivate students.

Positive comments reflected pride in their schools, pleasant memories of their high school experiences and an appreciation for teachers and staff.

Among the four high schools, both the rate and the categories of comments were essentially the same.

The graduates' comments are available through the Department of Research and Evaluation.

TABLE 7
STUDENT COMMENTS

Positive Comments		**32%**
o General	22%	
o Teachers & Staff	17%	
o Academic Preparation	5%	
Recommendations		**37%**
o Revise curriculum in basics, study skills, graduation requirements	13%	
o Improve college and vocational preparation	8%	
o Raise academic standards	6%	
o Improve post-secondary counseling	6%	
o Increase student involvement	2%	
Critical Comments		**12%**
o Teachers & teaching methods	6%	
o Guidance & Administration	4%	
o Discipline (too lax/too stringent)	2%	
Information		**13%**
Comments on Survey Itself		**5%**

V. COMPARISON WITH 1971, 1976 AND 1980 GRADUATES

In general, the four classes are very similar; however, the data indicate some differences among them. Differences are defined to exist when a) data presented by percent have a 10% or greater difference between any two surveys or b) data presented by mean differ by ± .25.

GENERAL AND TRACKING QUESTIONS

1. The perceived need for additional training in communications skills has declined in all areas except notetaking. In that skill area, the 1984 graduates (35%) essentially concur with the graduates of 1980 (32%) and 1976 (32%).

2. The class of 1984 is the first one of those surveyed to report that a majority of its graduates (51%) are full-time students. Major areas of study have changed little although the number of 1984 graduates majoring in education has increased since the 1980 survey. The data across the years are as follows:

Major	1971	1976	1980	1984
Education	24%	16%	8%	14%
Liberal Arts	22%	13%	9%	6%
Business Engineering	17%	23%	27%	31%
Engineering	4%	10%	14%	11%

3. These graduates decided upon their careers at different times than did the class of 1980. Over half (52%) of the 1980 graduates decided upon their programs of study before graduating, but only 41% of the 1984 graduates had decided by the end of twelfth grade. The 1971 and 1976 graduates were more similar to the 1984 graduates. For all three of these classes, the majority of the graduates (54%, 54%, and 58%) selected a career after graduation compared to 48% of the class of 1980.

4. Of those graduates who are not full-time students, the percent who report that high school prepared them very or very well has increased substantially: 16% in 1971, 26% in 1976, 25% in 1980 and 44% in 1984.

5. For the 1984 graduates who began post-secondary education but dropped out, the reasons for quitting were different from those indicated by earlier classes.

Year	Reason #1	Reason #2	Reason #3
1971	Marriage (23%)	No goals (15%)	Job Opportunity (15%)
1976	Marriage (21%)	Job Opportunity (21%)	Financial (14%)
1980	Marriage (19%)	Job Opportunity (17%)	Other (16%)
1984	Financial (26%)	Job Opportunity (19%)	No goals (14%)

For 1971, 1976 and 1980, marriage was cited most frequently, but for 1984 graduates the major reason for dropping out was financial problems.

The same pattern is true when graduates give reasons for not continuing their education. Lack of interest was the most noted reason for 1971, 1976 and 1980 graduates with marriage as the second most frequently given reason. For the class of 1984, however, the largest group (26%) did not continue their education because of insufficient funds, and the second group cited lack of interest.

ATTITUDINAL QUESTIONS

In order to accurately compare attitudinal questions across the three surveys, all responses were placed on the same scale. For this section, means are based on a 5-point scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree).

1. The 1984 graduates are less likely to agree that more courses should be required. This change was significant in English, math, science, business education, vocational education, cooperative education and home economics.

2. These more recent graduates were also less likely to agree that the high school should enforce rules of conduct more strictly. The most significant change, however, was that the 1984 graduates were undecided (3.28) about placing bright, average, and slow students in separate classes than were the 1980 graduates who agreed (2.2) with the concept of ability grouping.

3. The 1984 graduates concurred with previous classes that high school helped students the least in preparing for marriage and family life.

4. In evaluating the guidance department, the 1984 graduates differed significantly (±.25) from the class of 1980 with respect to all of the services. The more recent graduates were consistently undecided or of no opinion about the help provided whereas the 1980 graduates were more likely to be positive about assistance given in scheduling, interpreting tests, assessing abilities, personal counseling, and planning post-secondary education and careers.

5. Finally, the percentage of graduates who rated their overall high school experience as excellent continued to increase. Twenty-four percent of the 1971 graduates rated it excellent; 22% of the 1976 graduates, 31% of the 1980 graduates and 36% of the 1984 graduates.

QUESTIONS ABOUT CURRICULUM NEEDS

1. The percentage of graduates citing poor instruction in math increased. In 1971, 21% of the graduates who indicated they had been poorly prepared in math cited poor instruction as the reason. This percentage decreased to 14% of the 1976 graduates, then increased to 26% of the 1980 graduates. Among the 1984 graduates, the percentage citing poor instruction in math increased to 31%.

2. While a lack of interest (25%) continued to be a cause for poor preparation in social studies, the 1984 graduates also cited not enough courses as a major reason (27%). This marked a significant

change from previous classes where insufficient courses was noted by only 12% of the 1971 and 1976 graduates and 15% of the 1980 graduates.

3. Lack of interest remains the primary reason given for poor preparation in a number of elective courses and science with not enough courses the second most frequently cited cause.

VI. COMPARISON WITH 1983 SENIORS

In 1983 seniors at all five Mesa high schools were surveyed. Although respondents to that senior survey and to this current survey are from two different groups, the 1984 graduates two years after graduation versus 1983 seniors at the time of graduation, a comparison of their responses provides an opportunity to examine the following:

- Do seniors' plans while in high school differ from their experience after graduation?
- Do perceptions of the schools' strengths and weaknesses change as graduates mature and look back on their high school experience?

It should be noted that one important difference between the two groups is the size of each sample. The 1983 senior survey was completed by 1,474 students who more closely represented the demographic characteristics of their class than did the 340 respondents to the current follow-up study.

The survey itself also differed slightly. Where that difference was substantial, the items are described.

GENERAL AND TRACKING QUESTIONS

1. Seventy-eight percent of the 1983 seniors planned to be full-time students following graduation. Of the 1984 graduates responding to the survey, 51% are currently enrolled full time in school; 72%, however, report that they have been full-time students at some time since graduation.

2. The 1984 graduates saw a need for more training in grammar (24%), speaking (28%), and composition (26%). The 1983 seniors concurred with a need for more instruction in composition (25%) but not for grammar (19%) or speaking (15%).

3. Of the 1983 seniors who planned to be full-time students following graduation, 36% said they would attend an in-state college or university, 14% an out-of-state college or university and 36% an in-state community college. The 1984 graduates differed substantially only in the percentage attending an in-state college or university (53%). This difference may be due to the fact that programs at community colleges and technical and business schools had been completed during the years since graduation.

4. The preferred programs of study, both for the 1983 seniors and the 1984 graduates, were business, engineering, and education.

5. The 1983 seniors who did not plan to attend school full time reported that a lack of interest and insufficient funds were their primary reasons for not continuing their education. These were also the top two reasons cited by the 1984 graduates who were not full-time students.

ATTITUDINAL QUESTIONS

While the 1983 seniors and 1984 graduates were similar in many of their attitudes toward their high school experience, there were some differences.

1. Although both groups gave their high school experience high marks, more of the graduates (85%) rated their experience as excellent or good than did the seniors (76%).

2. Graduates and seniors agreed that the schools should require more courses in math, computer science, English, science and business education.

3. When asked to assess how well high school helped them develop certain skills or prepare them for future roles, the 1983 seniors consistently rated the items more highly than did the 1984 graduates. For example, 59% of the seniors compared to 49% of the graduates said the school had helped them develop study skills; 73% of the seniors and 61% of the graduates agreed the school helped them understand their abilities. These differences were, however, primarily ones of degree. The two groups agreed that their schools were most helpful to students in developing study skills, understanding abilities, thinking through problems, and preparing for work. They also concurred that schools were less successful in helping students prepare for marriage and take part in community affairs.

4. With regard to guidance services, a higher percentage of the 1983 seniors sought help, particularly for scheduling, personal counseling, seeking employment, getting military information and

seeking financial aid. The seniors were also more likely than the graduates to agree that the schools' guidance services had been helpful.

5. The two groups differed somewhat in whether they sought and received help with personal problems from school personnel. Among the 1983 seniors, 60% sought help from a counselor compared to only 46% of the graduates. Of those who did seek help, 45% of the seniors and 36% of the graduates found the couselors helpful. While less than half of the graduates (45%) sought help from administrators, 53% of the seniors said they had gone to administrators for help with personal problems. Seniors were also more likely to report that administrators had been helpful (31%) than were the graduates (18%). Over 60% of the respondents in each group sought help from teachers, but the 1983 seniors rated teachers as more helpful (79%) than the graduates did (56%).

6. When asked to assess the quality of their preparation in subjects, the 1984 graduates generally rated their preparation more highly than did the 1983 seniors.

Some of this difference may be attributed to the way the items were worded on each survey. The graduates were asked to evaluate their preparation as excellent, very good, good, poor, or very poor. The seniors' survey required that they strongly agree, agree, disagree or strongly disagree that "high school has successfully prepared me in ..."

Of those graduates who took a subject, 80% or more reported good to excellent preparation in ten of the eighteen subjects. Among the 1983 seniors who took a subject, the highest percentage

who agreed or strongly agreed that their preparation had been successful was 76%. For four subjects, 70% or more reported successful preparation. Those subjects that received high marks from both groups were English, social studies, physical education and traffic safety.

QUESTIONS ABOUT CURRICULUM NEEDS

1. Among those who had taken a subject, respondents in both groups agreed that preparation was poor or unsuccessful in the following: computer science, foreign language, agriculture, and trade and industrial education.

2. A lack of interest was the most frequently cited reason for poor preparation among both the 1983 seniors and the 1984 graduates. According to the graduates, "not enough classes" led to poor preparation in eight subjects; seniors noted too few classes in only two areas (reading and computer science). For these 1983 seniors, a lack of study habits also led to unsuccessful preparation in two subjects, English and math; the graduates did not cite this reason as significant for any subject area. Seniors and graduates concurred, however, that poor instruction was a cause of poor preparation in math.

Recommendations

Some of these recommendations were also made in the studies of 1971, 1976, and 1980 graduates. The recommendations may not have been implemented, may not have been implemented soon enough to show an effect, or the implementation may not have been successful.

1. Students should be given more guidance in securing financial assistance for post secondary education and training.

Insufficient funds and financial problems were the major reasons given for not continuing education after high school, yet 45% of the graduates did not seek help from the guidance department relative to this need. Of those who did seek assistance, only 31% agreed that those services had been helpful in seeking financial aid. It should be noted that a change in public policy just prior to 1984 may have reduced the amount of financial aid available to students and consequently influenced their evaluation.

2. Continuing emphasis should be placed on teaching notetaking, speech and composition.

Twenty-five percent or more of these graduates cited a need for more training in these three communication skills. Comments from graduates who were full-time students underscored the need for instruction in communication, particularly in writing.

3. Students should be helped to make better selections of elective courses.

Students indicated that a lack of interest was a major cause of poor preparation in nine courses. Of these, all but one, science, are electives. It may be that students are enrolling in these subjects without understanding the content of the course.

4. Student interest needs to be generated in many subject areas.

Once enrolled in a class, students continue to require motivation, a need emphasized by a number of comments on the surveys. A lack of interest was noted as a significant factor of poor preparation in science, physical education, art, vocational education, cooperative education, home economics, agriculture, trade and industrial education and health.

5. More courses should be required in computers, business education and foreign languages.

Although a majority of the respondents also cited a need for more math, science, English, and reading, requirements have been increased in these areas since 1984.

6. The method of instruction should be examined in traffic safety, math and English.

A significant percentage of respondents referred to poor instruction as a reason for poor preparation in these subjects.

7. More courses should be offered in reading, science, social studies, business education, music, vocational education, trade and industrial education, and health.

Again, a significant percentage of respondents cited not enough courses as a reason for poor preparation in these subjects.

8. Students should be helped to make better decisions about their future.

Overall, 64% of these graduates report that they are doing what they planned while in high school. Although 83% of those who are full-time students are doing as planned (attending school), 59% decided their program of study after high school.

For those who are not full-time students, only 46% report that they are doing what they had planned in high school.

9. Schools should continue to prepare students for further education.

Fifty-one percent of the graduates were enrolled full-time in a post secondary program of study; an additional 7% were enrolled part-time. Sixty-seven percent of the graduates report that they have been enrolled full-time at some time since graduation. Of the 160 graduates who were not full-time students, 128, (38%), indicate that they will need additional training in order to pursue their occupational goals.

10. Educational planning should take into account the differing needs of students.

Students' needs differ among the four high schools as well as within the schools. For example, the percentage of graduates attending school full-time varies from school to school: Mesa High (33%), Westwood (40%), Mountain View (64%), and Dobson (62%).

11. Seniors should participate in making decisions about curriculum and services.

A comparison of responses from the 1983 senior survey and the 1984 graduate follow-up indicates that seniors are very similar in

their assessments of the schools' strengths and weaknesses. In addition, the graduates' experiences after high school--whether they had attended school, the programs of study selected, the types of work engaged in--were quite similar to the plans reported by seniors. As the clientele served by the schools, seniors' assessments and suggestions could prove helpful.

12. Future surveys of high school graduates should explore methods of securing a representative response.

The underrepresentation of men and minority graduates weakens this graduate follow-up. A random selection of the sample, stratified for six ethnic groups, would produce more reliable information for decision-making.

13. Student comments should be read by building administrators who are familiar with local needs to find out the needs of former students.

APPENDIX

MESA PUBLIC SCHOOLS
DEPARTMENT OF RESEARCH AND EVALUATION
HIGH SCHOOL GRADUATE FOLLOW-UP QUESTIONNAIRE

	#	%
Mesa Vo-Tech	2	.6
Mesa High	68	20.0
Westwood	84	24.7
Mountain View	113	33.2
Dobson	73	21.5

PART I

GENERAL INFORMATION AND OPINIONS

NAME _____ (MAIDEN NAME) _____

ADDRESS _____

DIRECTIONS: Please check (/) the appropriate response to complete each statement:

1. I attended Mesa Public Schools for:

	#	%
1 1-3 years	47	14.0
2 4-6 years	75	22.3
3 7-9 years	52	15.5
4 10-12 years	68	20.2
5 13 years	94	28.0

2. Sex:

1 female	214	63.1
2 male	125	36.9

3. Race:

1 Caucasian	319	94.7
2 Black	3	0.9
3 Hispanic	14	4.2
4 Indian/Alaskan	-	
5 Oriental	1	0.3

4. I (am/am not) doing now what I had planned while in high school.

1 am	216	64.3
2 am not	120	35.7

5. The one school activity that helped me the most in what I am doing is . . .

1 clubs	77	31.2
2 student government	12	4.9
3 athletics and cheer	65	26.3
4 speech, yearbook, newspaper or art activities	38	15.4
5 music activities	55	22.3
(No Response)	93	

6. My involvement in school activities was:

#		%
50	1 very active involvement	15.2
81	2 active involvement	24.5
130	3 average involvement	39.4
26	4 indifferent involvement	7.9
43	5 minimal involvement	13.0

7. I needed more high school training in these communication skills . . . (more than one skill can be checked)

#		%	#		%
82	grammar	24.1	46	outlining	13.5
94	speaking	27.6	51	punctuation	15.0
87	composition	25.6	68	spelling	20.0
52	reading	15.3	45	penmanship	13.2
114	notetaking	33.5	39	other_____	11.5

8. My overall high school grade point average was:

#		%	#		%
80	3.50-4.00	25.1	32	1.00-1.99	10.0
84	3.00-3.49	26.3	5	0.50-0.99	1.6
118	2.00-2.99	37.0			

9. I took classes full time at Mesa Vo-Tech High School.

	#	%
1 yes	5	1.5
2 no	331	98.5

10. I took classes part time at Mesa Vo-Tech High School.

	#	%
1 yes	16	4.8
2 no	320	95.2

DIRECTIONS: Please read each statement carefully. There are no right or wrong answers. Just check (/) the box which best describes how you feel about each statement.

	Mean	A Strongly Agree	B Agree	C No Opinion	D Disagree	E Strongly Disagree
In high school I should have been required to take more:						
11. reading	2.593					
12. English	2.568					
13. mathematics	2.249					
14. science	2.330					
15. social studies	2.810					
16. computer science	2.278					
17. foreign language	2.526					
18. business education	2.407					
19. physical education	3.168					
20. music	3.185					
21. art	3.183					
22. vocational education	3.000					
23. cooperative education	3.042					
24. home economics	3.164					
25. agriculture	3.439					
26. trade and industrial education	3.012					
27. health occupations	3.024					
28. traffic safety/driver's education	3.009					
The high school should:						
29. have more homework	2.795					
30. enforce rules of conduct more strictly	2.617					
31. offer more subjects students can use directly in jobs	1.955					
32. require fewer courses and offer more electives	3.598					
33. place bright, average, and slow students in separate classes	3.284					
34. make the school day longer so students can take more classes	3.643					
35. provide more dances, parties, and other social activities	2.775					
High school helped me:						
36. develop study skills	2.898					
37. understand my abilities	2.518					
38. think through my problems	2.556					
39. prepare for work	2.713					
40. prepare for marriage and family life	3.384					
41. take part in community affairs	2.916					

The high school guidance services helped me in:		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Did Not Seek Help
		A	B	C	D	E	F
42. planning my school schedule	2.511						
43. interpreting tests and other data	2.777						
44. recognizing my abilities	2.845						
45. personal counseling	2.798						
46. planning for education after high school	2.609						
47. career planning	2.742						
48. seeking employment	2.984						
49. getting military service information	2.825						
50. seeking financial aid	3.071						

51. My high school teachers were available before and after class	2.107	A	B	C	D	E	F

While in high school I got help with personal problems from:							
		A	B	C	D	E	F
52. my counselor	3.043						
53. family	1.831						
54. a high school teacher	2.493						
55. friends	1.698						
56. a high school administrator	3.414						

My preparation in the following subjects was:		Excellent	Very Good	Good	Poor	Very Poor	Subject Not Taken
		A	B	C	D	E	F
57. reading	2.462						
58. English	2.466						
59. mathematics	2.897						
60. science	2.827						
61. social studies	2.713						
62. computer science	3.372						
63. foreign language	3.074						
64. business education	2.810						
65. physical education	2.278						
66. music	2.190						
67. art	2.730						
68. vocational education	2.739						
69. cooperative education	2.783						
70. home economics	2.667						
71. agriculture	2.617						
72. trade and industrial education	2.863						
73. health occupations	2.780						
74. traffic safety/driver's education	2.575						

DIRECTIONS: For those subjects listed in items 57 to 74 in which you responded that your preparation was poor (D) or very poor (E), indicate (/) why your preparation was poor. (Leave blank if your preparation was good or you did not take the subject.)

See Table 6

	Poor Instruction	No Practical Application	Not Enough Courses	My Lack of Study	Lack of Interest	Other (Please Specify)
75. reading						
76. English						
77. mathematics						
78. science						
79. social studies						
80. foreign language						
81. business education						
82. physical education						
83. music						
84. art						
85. vocational education						
86. cooperative education						
87. home economics						
88. agriculture						
89. trade and industrial education						
90. health						
91. traffic safety/driver's education						

92. As a whole, I think my high school experience in Mesa was:

	#	%
1 excellent	119	35.8
2 good	163	49.1
3 fair	41	12.3
4 poor	5	1.5
5 bad	4	1.2

93. At some time since high school graduation, I have been enrolled full time at an:

In-state			Out-of-state		
#		%	#		%
91	1 college/university	40.1	22	4 college/university	9.7
95	2 college/junior college	41.9	2	5 community/junior college	.9
15	3 trade, technical or business school	6.6	2	6 trade, technical or business school	.9

IF YOU ARE CURRENTLY IN SCHOOL FULL TIME, CHECK (/) A, AND GO TO PART II (page 5).

51.4 **A.** ☐ I am currently going to school full time (go to Part II, page 5).
169 51.4%

IF YOU ARE NOT IN SCHOOL FULL TIME, CHECK (/) B, AND GO TO PART III (page 7).

48.6 **B.** ☐ I am not in school full time (go to Part III, page 7).
160 48.6%

PART II

FULL-TIME STUDENT

DIRECTIONS: Please check (/) the appropriate response to complete each statement.

94. I am presently enrolled at an:

In-state #		In-state %	Out-of-state #		Out-of-state %
89	__college/university	53.3	22	__college/university	13.2
53	__community/junior college	31.7		__community/junior college	
3	__trade, technical or business school	1.8		__trade, technical or business school	

95. I am presently attending:

72	1__ASU	42.9	11	5__BYU	6.5
10	2__U of A	6.0	53	6__Mesa CC	31.5
5	3__NAU	3.0	--	7__Scottsdale CC	--
	4__UCLA		17	8__Other_____	10.1

96. The person who most influenced my choice of school was:

92	1__me	64.8	1	5__a counselor	.7
7	2__a friend	4.9	2	6__a relative	1.4
1	3__a teacher	.7	2	7__a college representative	1.4
26	4__my parents	18.3	11	8__other_____	7.7

97. The major program of study in which I am enrolled is:

#		%
6	1__I am still undecided on a major program of study.	3.8
	2__Architecture	1.3
6	3__Biological Sciences (for example, botany, ecology, and zoology)	3.8
50	4__Business (for example, accounting, business administration, industrial management, marketing, and finance)	31.4
1	5__Computer and Information Sciences (for example, systems analysis)	.6
22	6__Education (for example, secondary education, elementary education, and physical education)	13.8
17	7__Engineering (for example, chemical engineering, civil engineering, electrical engineering, and mechanical engineering)	10.7
9	8__Health Sciences and Occupations (for example, registered nursing, practical nursing, optometry, pharmacy, medical technology, and x-ray technology)	5.7
	9__Mathematics (for example, calculus and statistics)	
	10__Physical Science (for example, astronomy, biochemistry, chemistry, geology, and physics)	
8	11__Preprofessional (for example, prelaw, predentistry, and premedicine)	5.0
14	12__Psychology and Social Sciences (for example, anthropology, economics, government, history, political science, social work, sociology, and urban affairs)	8.8

#	%	
5	3.1	Vocational or Technical (for example, automobile repair, carpentry, computer programming, drafting, plumbing, stenography, and television repair)
10	6.3	Fine Arts (for example, music or art)
9	5.7	Liberal Arts (for example, foreign language, literature, creative writing)

This program will require _____ years to complete.

3	1.8	1
12	7.1	2
15	8.9	3
87	51.8	4
51	30.4	5 or more

---

99. I decided on this program in the:

22	13.0	9th grade or before
7	4.1	10th grade
19	11.2	11th grade
22	13.0	12th grade
99	58.6	after completing high school

---

100. In comparison to my high school grades, my present grades are:

42	24.4	higher
77	44.8	about the same
53	30.8	lower

---

101. After high school, my going to college was:

138	79.3	very important
23	13.2	important
8	2.4	okay either way
2	1.1	not important to go
3	1.7	did not want to go

---

102. In addition to going to school full time, I am also employed:

55	32.7	0-10 hours per week
46	27.4	11-20 hours per week
40	23.8	21-30 hours per week
27	16.1	more than 30 hours per week

Comments: _____

_____

_____

_____

_____

_____

PART III

NOT A FULL-TIME STUDENT

DIRECTIONS: Please check (/) the appropriate response to complete each statement.

94. I am presently:

#		%
100	__employed full time	61.7
19	__employed part time	11.7
5	__employed part time and going to school part time	3.1
18	__employed full time and going to school part time	11.1
7	__not employed, seeking work	4.3
13	__not employed, not seeking work	8.0

IF NOT EMPLOYED, SKIP TO QUESTION 102
IF EMPLOYED, CONTINUE . . .

95. I am employed as a/an:

#		%
28	__Clerical such as bank teller, bookkeeper, secretary, typist, mail carrier ticket agent	21.2
13	__Craftsman such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	9.8
	__Farmer, Farm manager	
3	__Laborer such as construction worker, car washer, sanitary worker, farm laborer	2.3
6	__Manager, Administrator such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	4.5
9	__Military such as enlisted man or woman in the armed forces	6.8
6	__Operative such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver	4.5
4	__Professional or Semiprofessional such as artist, athlete, politician, entertainer, reporter	3.0
2	__Proprietor or Owner such as owner of a small business, contractor, restaurant	1.5
1	__Protective Services such as detective, police officer or guard, sheriff, fire fighter	.8
9	__Sales such as salesperson, advertising or insurance agent, real estate broker	6.8
16	__Service such as barber, beautician, practical nurse, private household worker, janitor, waiter	12.1
4	__Technical such as draftsman, medical or dental technician, computer programmer	3.0
2	__Homemaker or Housewife only	1.5
29	__Other_____	22.0

96. I learned about my present job through:

29	1__advertisements	20.1
15	2__a school source	10.4
6	3__an employment agency	4.2
61	4__a friend or relative	42.4
29	5__other_____	20.1

---

97. When I graduated from high school, I (did/did not) plan to enter my present type of work.

67	1__did	46.5
78	2__did not	54.2

---

98. My present job requires:

3	1__more than two years of college	2.1
6	2__two years of college	4.3
38	3__high school diploma plus technical training	27.0
43	4__high school diploma	30.5
6	6__less than a high school diploma	4.3
42	7__no specific education	29.8

---

99. My high school education prepared me for my present job:

24	1__very well	16.1
41	2__well	27.5
54	3__adequately	36.2
7	4__poorly	4.7
2	5__very poorly	1.3
21	6__does not apply	14.1

---

100. I (am/am not) also continuing my education or participating in a formal training program.

62	1__am	42.2
85	2__am not	57.8

---

101. This education or training (is/is not) related to my present job.

45	1__is	35.2
30	2__is not	23.4
53	3__does not apply	41.4

---

102. Since graduating from high school, I have held _____ full-time jobs.

_____ (Number)

IF YOU DROPPED OUT OF HIGHER SCHOOLING OR TRAINING, COMPLETE NUMBER 103; OTHERWISE, GO TO NUMBER 104.

# of Jobs	1	2	3	4	5	6	7	8
# Students	64	53	26	11	1	2	1	1
Percent	40.3	33.3	16.4	6.9	.6	1.3	.6	.6

For items 103-108 please check (/) all that apply.

103. I dropped out of higher schooling or training because of:

5	__marriage	11.6		__needed at home	
11	__financial problems	25.6	1	__lack of interest	2.3
8	__a job opportunity	18.6		__poor high school preparation	
6	__no definite goals	14.0		__poor grades	
3	__poor study habits	7.0	6	__other_____	14.0
3	__health problems	7.0			

104. The major reason I did not continue my education after high school was:

0	__my parents	0	27	__insufficient funds	25.7
7	__entering the military	6.7	8	__not required for my chosen work	7.6
12	__marriage	11.4		__I could not attend the school of my choice	0
3	__transportation problems	2.9			
26	__lack of interest	24.8	22	__other_____	21.0

105. Since high school I have had:

9	__beauty college training	6.0	26	__college or university courses	17.4
3	__business college training	8.1	16	__other special training	10.7
9	__military training	6.0	40	__junior college	26.8
8	__technical training	5.4	31	__none of these	20.8
7	__apprentice training	4.7			

106. Since high school I have completed:

8	__beauty college training	5.5	12	__college or university courses	8.3
1	__business college training	.7	17	__other special training	11.7
9	__military training	6.2	2	__junior college	1.4
5	__technical training	3.4	88	__none of these	60.7
3	__apprentice training	2.1			

107. To reach my occupational goal, I will need the following additional training:

2	__military	1.4	59	__college	17.4
2	__work study	1.4	22	__on-the-job	6.5
	__correspondence		12	__business or technical courses	3.3
16	__evening school	11.0	18	__none	5.3
4	__apprenticeship	2.7	11	__other_____	3.2

108. Five years from now I expect to be:

11	__working for the same employer - same position	7.1
34	__working for the same employer - different position	21.9
6	__working for a different employer - same position	3.9
38	__working for a different employer - different position	24.5
	__in military service	
12	__a full-time student	7.7
21	__a homemaker	13.5
21	__self-employed	13.5
12	__other_____	7.7